



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

School Turnaround Interventions



Overview

- Timeline of schools in Academic Probation
- Intervention options
- Selecting TSOs and Lead Partners
- Presentation Format for Recommendation
- John Marshall Community High School Recommendation



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Timeline of Schools in Academic Probation

Year	Number of Schools	Percentage
2006:Year 1	59	-
2007:Year 2	33	56%
2008:Year 3	24	41%
2010:Year 4	4	6.8%
2011:Year 5	1	1.7%
2012:Year 6	1	1.7%



Intervention Options

- Under Indiana Code 20-31-9-4, the options are:
 1. Merging the school with a nearby school that is in a higher category
 2. Assigning a special management team to operate all or part of the school
 3. Recommendations from the Indiana Department of Education for improving the school
 4. Other options for school improvement expressed at the public hearing, including closing the school
 5. Revising the school's plan in the areas of school procedures/operations, professional development, or intervention for individual teachers or administrators

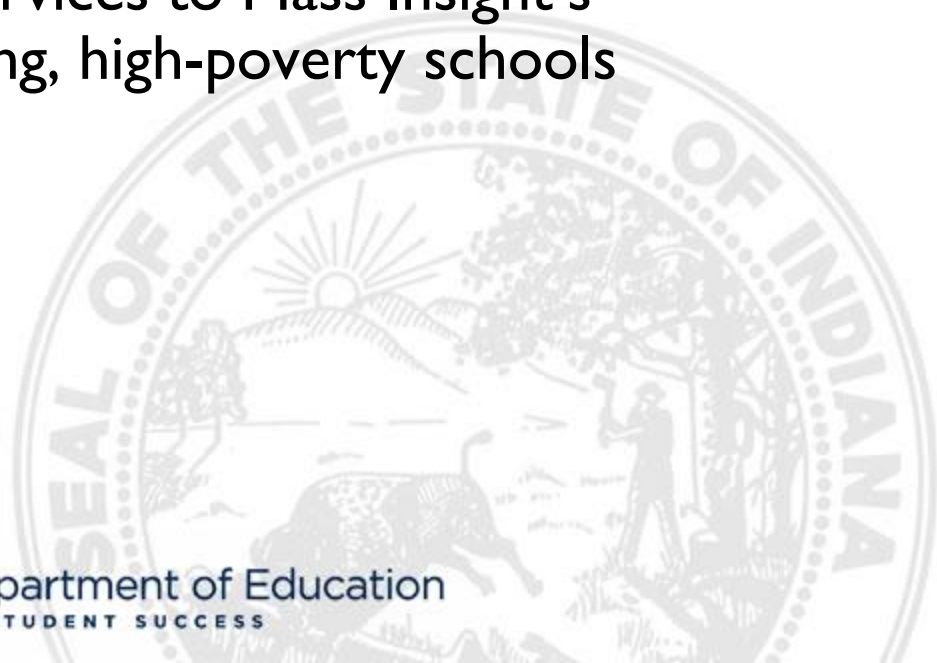


Selecting Lead Partners

- IDOE released an Request for Information to solicit potential Lead Partners in the Spring
- Applications were reviewed by multiple IDOE specialists
- Finalists were identified based on the strength of applications, alignment of services to Mass Insight's principles for high-performing, high-poverty schools



Indiana Department of Education
SUPPORTING STUDENT SUCCESS



District's Turnaround Plan

- At the community hearing to discuss potential school turnaround interventions for John Marshall Community High School (JMCHS), Indianapolis Public Schools presented a plan
- The District's turnaround plan encompassed JMCHS and the fourteen schools in its feeder pattern
- Voyager Learning, in conjunction with support from the Vallas Group, was identified as the Lead Partner
- Since the hearing, IDOE staff have met with IPS and Voyager staff to learn more about the contents of the plan, establish performance goals and discuss monitoring protocol



Selecting Turnaround School Operators

- Request for proposals released in Spring of 2012
- 5 applicants submitted proposals
 - Each application was carefully reviewed and scored using a rubric by a committee comprised of IDOE staff and community stakeholders
- Based on application scoring, 4 applicants were invited to deliver a formal oral presentation, which included a thorough Q & A from the committee
- Based on oral presentation scoring, 3 applicants were invited to convene focus groups with students, staff and community members to gain additional perspectives
- Based on the applications, presentations, and focus groups, one finalist was selected

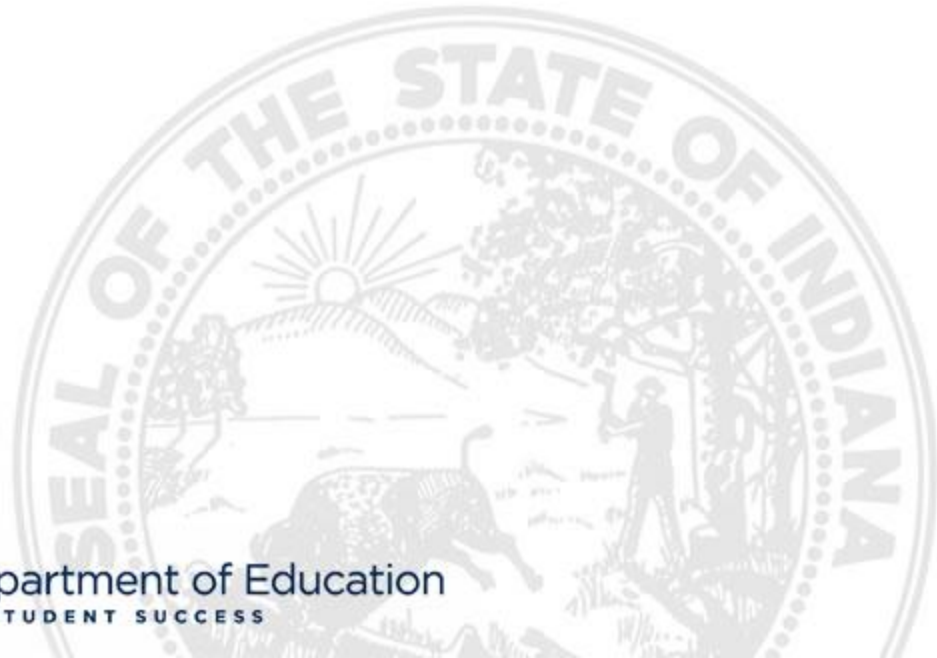


Presentation Format

- Analysis of the school
- Justification for the recommendation
- Questions and answers



Indiana Department of Education
SUPPORTING STUDENT SUCCESS



John Marshall Community High School

John Marshall Community High School Performance and Improvement Summary		
	Most Recent Performance Measures (2011 or 2012)	Improvement while on Probation (2007 to current)
Attendance Rate	92.5%	0.3%
English Passage Rate	32.3%	- 4.4%
Math Passage Rate	41.8%	4.9%
Grads Taking an AP Exam	11	N/A
Grads Passing an AP Exam	1	N/A



John Marshall Community High School Quality Reviews Performance and Improvement Summary

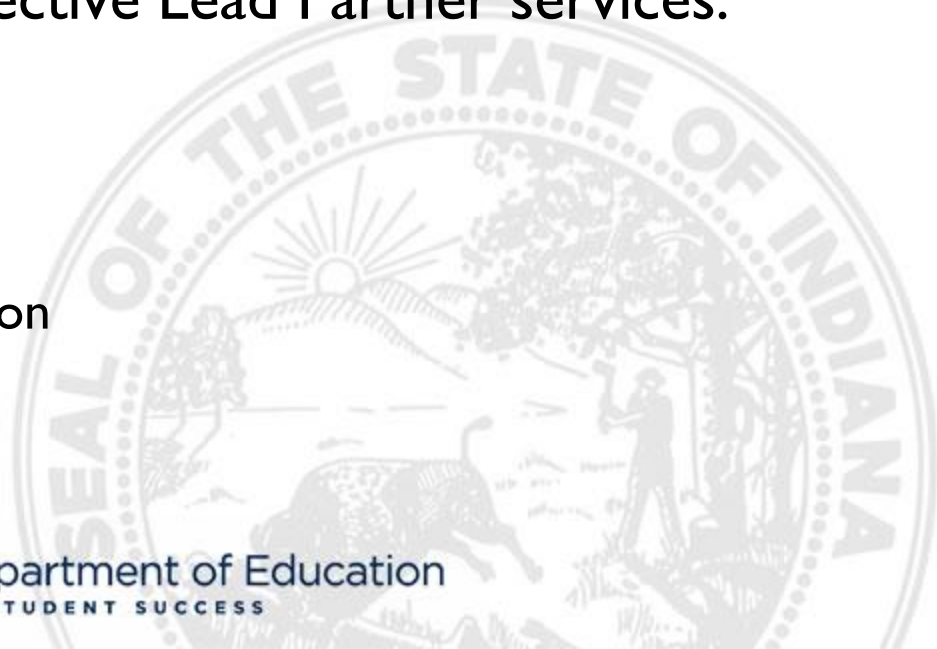
School Quality Review Indicators	10/11	11/12	Evidence from Reports and Debriefing Meetings	
1: Readiness to Learn				
1.1: Safety Discipline and Engagement			Inconsistent academic and behavioral expectations continue to inhibit learning in the classroom.	
1.2: Action Against Adversity			Administrators recognize challenges faced by students, but the school lacks a systematic and intentional approach to supporting students despite them.	
1.3: Close Student-Adult Relationships			The lack of respectful student-adult relationships often forces classrooms to have a behavior management focus, rather than an academic focus	
2: Readiness to Teach				
2.1: Shared Responsibility for Achievement			Inconsistency and turnover at the administrative level and a failure to invest teachers in a clear vision for success has limited the development of a shared sense of responsibility for improvement.	
2.2: Personalization of Instruction			Although John Marshall implemented the 8 Step Process for data driven instruction, the program has not been executed with fidelity, severely limiting overall impact.	
2.3: Professional Teaching Culture			Although job-embedded professional development opportunities have increased since the 2010-2011 school year, there is little evidence to suggest the professional teaching culture as a whole leads to improved instruction school-wide.	
3: Readiness To Act				
3.1: Resource Authority			Although the district directs resources to the school differentiated by need, limitations exist which inhibit the principal's ability to drive school improvement.	
3.2: Resource Ingenuity			Although steps were taken to improve community relationships at the beginning of the year, there was little evidence that these relationships continued to grow and develop throughout the year, and often times they dissolved all together.	
3.3: Agility in the Face of Turbulence			Faced with a continuously changing school environment, the real-time decision-making by the leadership at JMCHS has not effectively led to overall improvement.	
Unacceptable No Evidence		Poor Minimal Evidence	Fair Present, though limited and/or inconsistent	Acceptable Routine and consistent

John Marshall Community High School – Recommendation for 2012-2013

- IDOE's experiences with and analysis of Lead Partner services during the 2011-2012 academic year indicate that this type of intervention can drive substantive improvement in student achievement
- Four critical elements of effective Lead Partner services:
 - High-touch
 - Multi-faceted approach
 - Targeted interventions
 - Frequent reflection and revision



Indiana Department of Education
SUPPORTING STUDENT SUCCESS



John Marshall Community High School – Recommendation for 2012-2013

- The scope of work that Voyager Learning and the Vallas Group will be implementing at JMCHS addresses each of the four elements:
 - High-touch: Staff on-site at JMCHS weekly
 - Multi-faceted approach: Interventions for leadership, instruction and students
 - Targeted interventions: Goals are aligned to critical areas for improvement, such as decreasing the number of students graduating with waivers
 - Frequent reflection and revision: Monthly meetings centered around collected student- and school-level data



High Touch

More than 250 days of on-site support

- **curriculum, instruction and assessment**
- **professional development and job-embedded coaching**
- **data and assessment**
- **quantity and quality of instructional time on task**
- **building the capacity of the local school leadership team**



Cambium
LEARNING®
Group

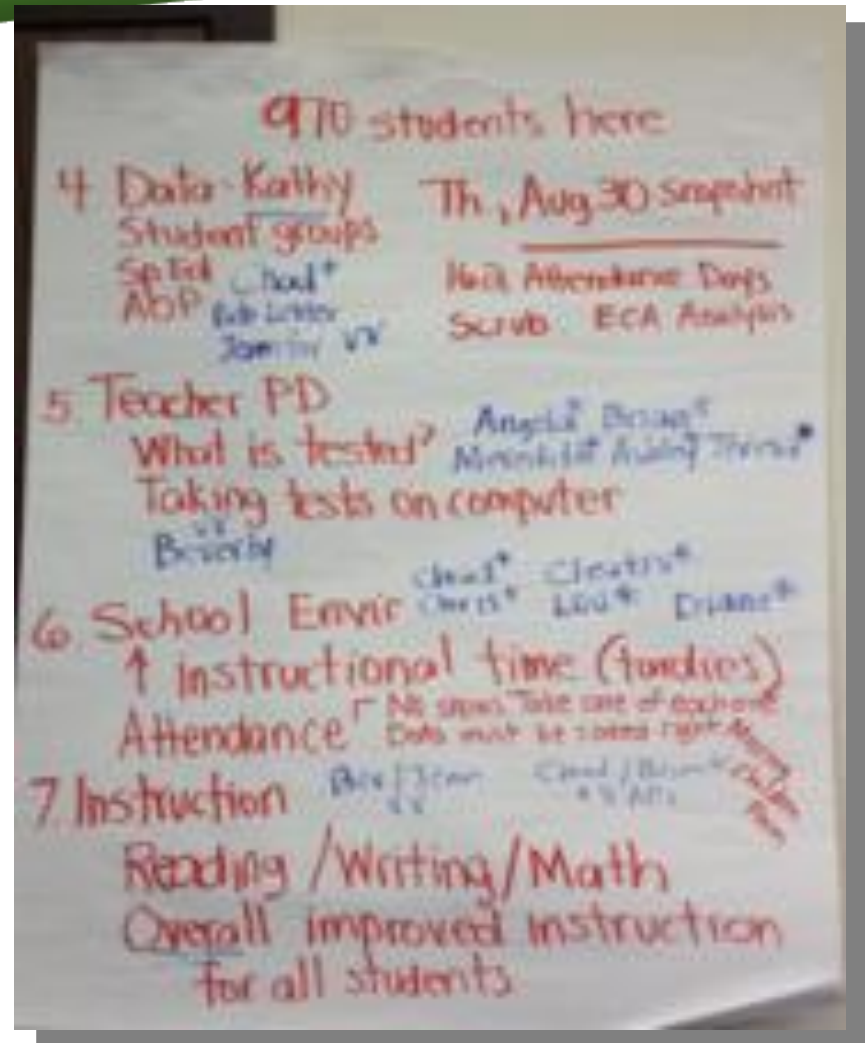


Multi-faceted Approach

Instruction

Operations

Financial and
Human Resources

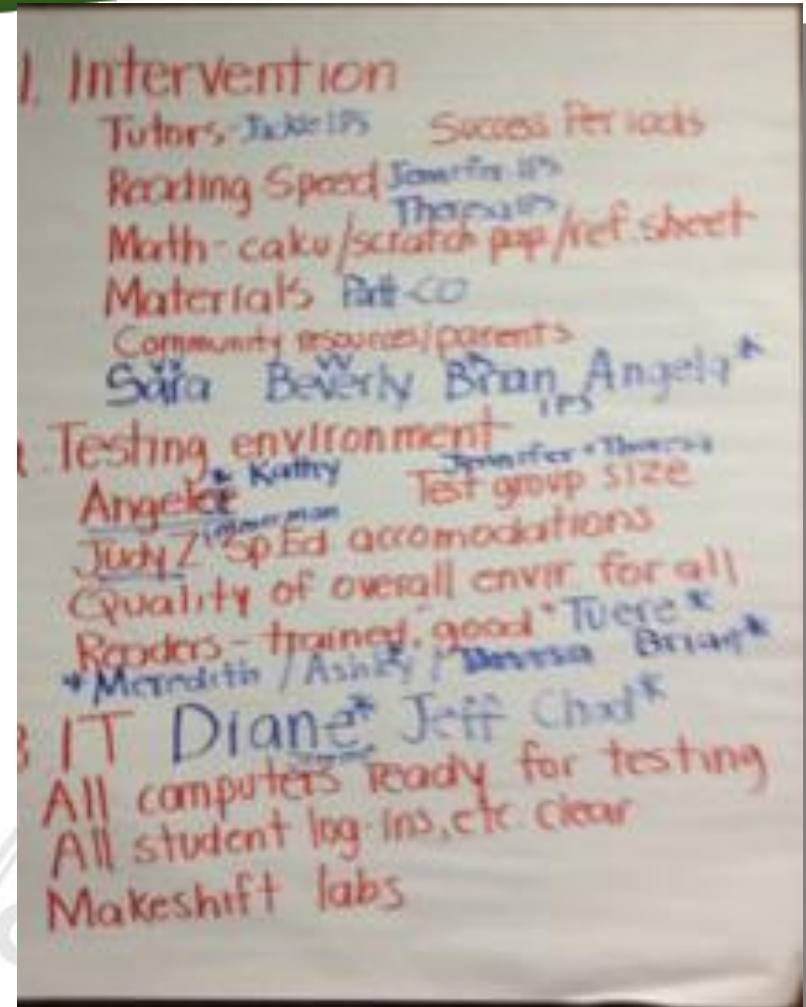


Cambium
LEARNING®
Group



Targeted Interventions

Building an effective structure for identifying and responding to students by name.



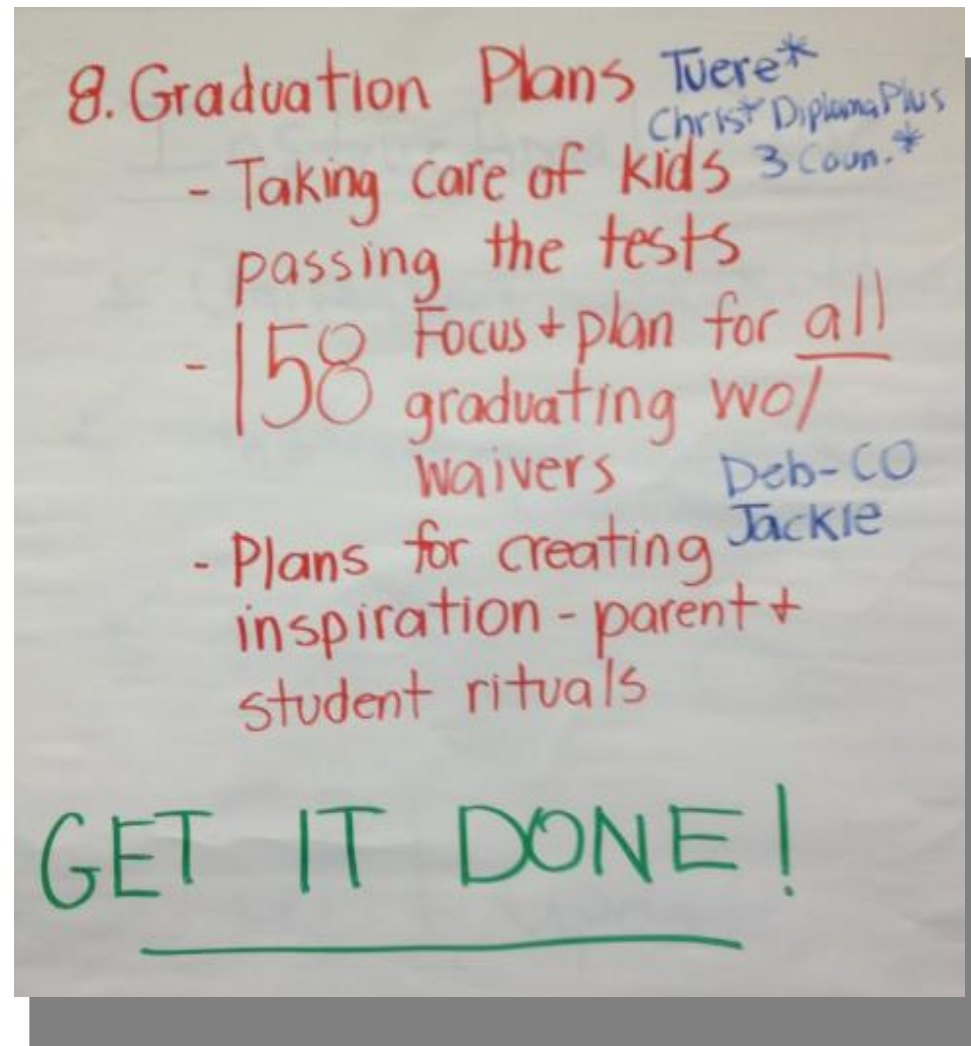
Cambium
LEARNING®
Group



Graduation

Individual plans for graduation and beyond for every student

Increased opportunities through higher education and business partnerships



Cambium
LEARNING®
Group



Frequent Reflection and Revision

**Collaborative planning and
monitoring with the**

School leadership

District leadership

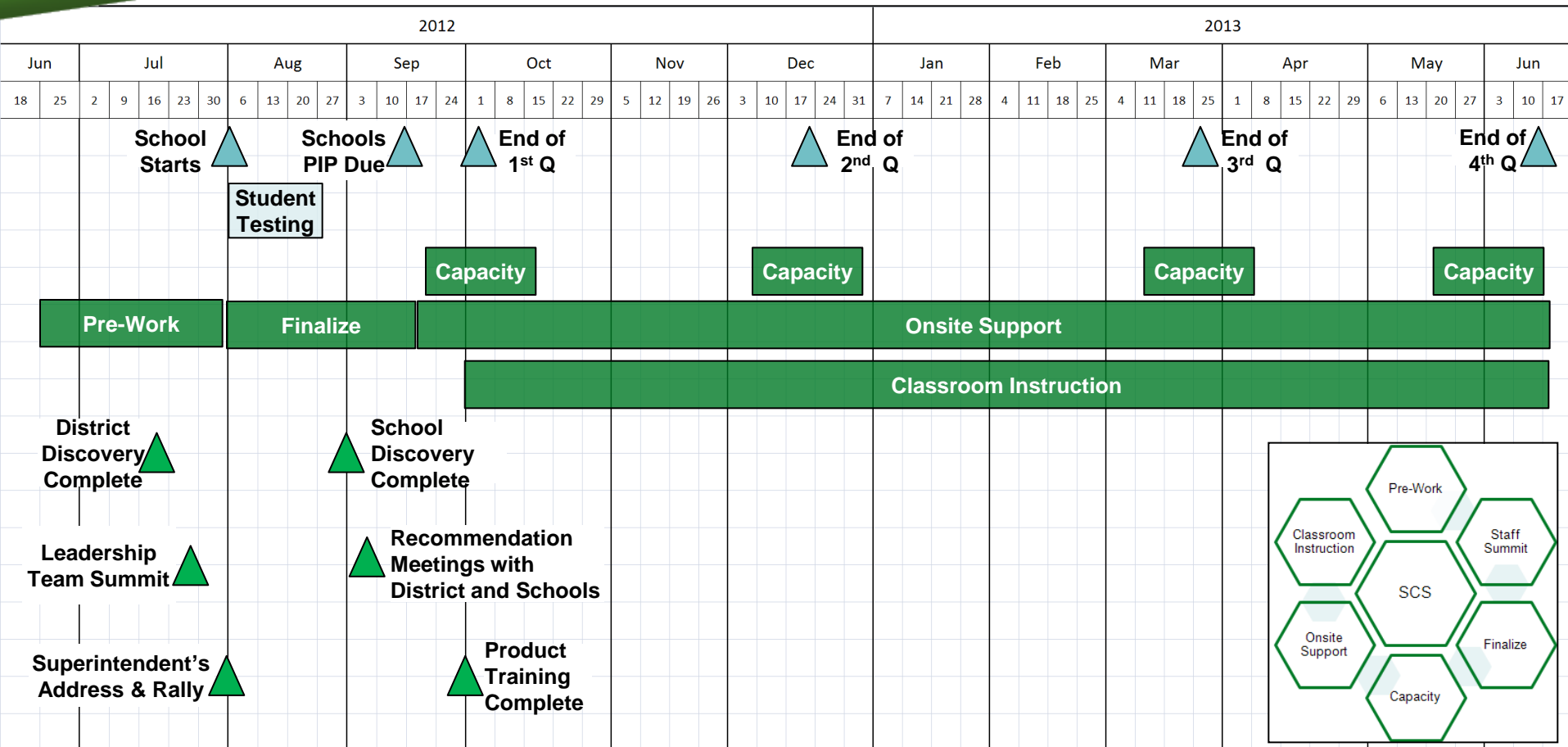
State leadership



Cambium
LEARNING®
Group



Timeline



Cambium
LEARNING®
Group



Comprehensive Plan

- **SCS – Superintendent's Cluster of Schools**
- **Horizontal and Vertical Alignments**
- **14 Feeders Schools**
- **1000+ Days of On-Site Support**
- **Researched-Based Interventions**



Cambium
LEARNING®
Group



John Marshall Community High School – Recommendation for 2012-2013

- IDOE will closely monitor the services provided by Voyager Learning and the Vallas Group
- Mid-year goals
 - At least **40% of students** demonstrating that they are **on pace to pass** both the **ISTEP+** English/Language Arts and Math assessments as demonstrated by their predictive Acuity scores
 - At least **40% of students passing** both **ECA** English 10 and Algebra I assessments during the **winter 2012** testing window
 - At least **50% of high school seniors** are **on pace to graduate high school without a waiver**
- If one or more of these goals are not met, IDOE will review the efficacy of the intervention and consider recommending a modification to the intervention



John Marshall Community High School – Recommendation for 2012-2013

- Given JMCHS' persistently low achievement scores, IDOE expects the Lead Partner intervention to drive substantive improvement in year one
- At the end of the school year, IDOE expects the following performance goals to be met or exceeded:
 - **12% increase** in the percentage of students passing both the **ISTEP+** English/Language Arts and Math assessments
 - **12% increase** in the percentage of students passing both the **ECA** English 10 and Algebra I assessments
 - **15% decrease** in the percentage of **students graduating with waivers**



John Marshall Community High School – Recommendation for 2013-2014

- If one or more of the annual goals are not met, IDOE recommends the intervention be modified to a Turnaround School Operator
- IDOE recommends EdisonLearning serve as the Turnaround School Operator
- Similar demographics to JMCHS: Grades 7-12, predominantly African American, over 70% of students qualify for free/reduced price meals, similar enrollment numbers



John Marshall Community High School – Recommendation for 2013-2014

- Successful launch of Theodore Roosevelt College and Career Academy
 - Safety: Hired appropriately sized, highly effective school safety team; high marks for safety during all observations of the school conducted by IDOE, expectations are consistently enforced
 - Staffing: Hired strong school leadership team and appropriate number of staff to keep class sizes small
 - Special Education: Invested heavily in Special Education staff to provide comprehensive support with a focus on inclusion services
 - Instructional program: Focused in weeks one and two on core values to set a positive culture, targeted academic interventions designed to close gaps, academic coaches
 - Community engagement: Friends of TED group, community meetings, Advisory Board



Questions and Answers



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

